

NATIONAL CONGRESS BULLETIN

JUNE-JULY 1947 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 14, NO. 10

Dear Local Presidents:



Mrs. L. W. Hughes

I WISH that each of you had been able to attend our Golden Jubilee convention. It was the largest convention we have held in many years. Every state congress—all fifty of them—was represented. Distinguished guests from

the far corners of this country and even from foreign lands came to pay tribute to our organization's fifty years of triumphant achievement. Almost as soon as the delegates and registered members returned to their homes, cards and letters began to pour in to the National Office telling me how much the senders had enjoyed the sessions and how inspiring and instructive they had found the addresses and symposiums.

Each Delegate Made a Contribution

Every single member who came to Chicago made a real contribution to the success of the convention. Some contributed by expressing their opinions, others by sheer friendliness. The delegate who mingles with others extending to his co-workers the hand of parent-teacher fellowship; who makes up impromptu parties for luncheon or breakfast get-togethers; who takes some newcomer less experienced than himself under his wing—that kind of delegate makes a very special and rich contribution to the success of any gathering. And so we found it at Chicago. Many times as I glanced around the Stevens Ballroom from my vantage point on the platform, I was keenly and pleasantly aware of the friendliness that prevailed among the group in front of me. Seeing our state presidents and national chairmen surrounded by members from their

home states—all of them apparently enjoying the golden opportunity to exchange greetings and get better acquainted with one another—gave me a sense of warm satisfaction.

The Past Meets the Present

The past was present with us on the platform, for our distinguished guests were themselves living links with our earlier history.

We were happy to welcome once again four national past presidents—Mrs. Hugh Bradford, Mrs. B. F. Langworthy, Mrs. William Kletzer, and Mrs. William A. Hastings—and an honorary vice-president, Miss Ellen C. Lombard. Mrs. A. H. Reeve, fourth president, Mrs. S. M. N. Marrs, fifth president, Mrs. J. K. Pettengill, eighth president, Mrs. E. C. Mason, honorary vice-president, and members of the family of Phoebe Apperson Hearst sent messages of greeting.

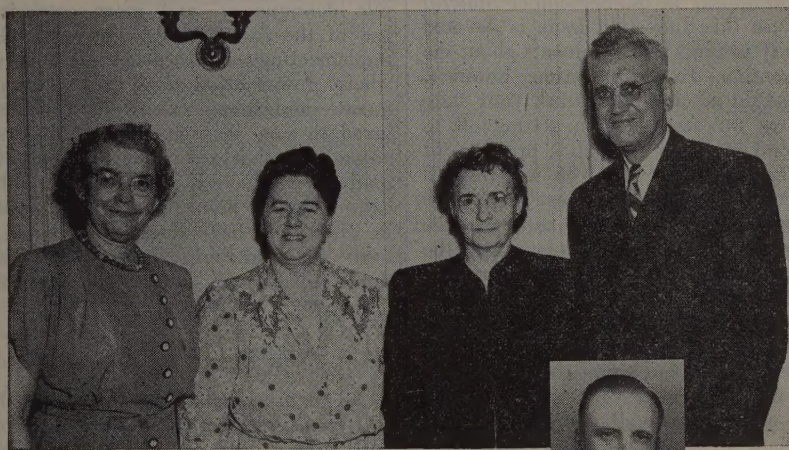
Alonsita White Walker and Catherine Birney Schoen, daughters of our Found-

er and first president, and Mrs. John Boericke, daughter of Mrs. Frederic Schoff, our second president, delighted us with their attendance.

Though unable to come to Chicago themselves, the children of Mrs. Milton P. Higgins, third president, paid honor to the National Congress by bestowing upon our organization the valuable and symbolic gold necklace given to their mother at the end of her administration, with the suggestion that it be worn by each president and be passed on to her successor.

Addresses To Be Given Wide Distribution

And we all felt, I am sure, that our guest speakers more than measured up to expectations. They arrived carefully prepared and eager to give us the benefit of their knowledge and experience in dealing with the subjects we had come together to discuss. I shall not attempt in this message to quote from their speeches. You will find in current and future issues of our magazine and bulletin significant excerpts from those speeches. In addition, a digest of all the addresses and symposium talks has



INTRODUCING . . . OUR NEWLY ELECTED OFFICERS

This candid camera shot of our new national vice-presidents was taken shortly after their election at the Golden Jubilee convention. Left to right, Mrs. J. J. Garland, vice-president, Region VIII; Mrs. Charles A. Snyder, vice-president, Region V; Mrs. Muriel S. Hendrickson, vice-president, Region VII; and Knox Walker, vice-president, Region III. Shown in insert: John W. Headley, newly elected national treasurer.

been printed, and copies were mailed free from the National Office on June 16 to everyone who was registered. The addresses in full, of course, will appear in the 1947 *Proceedings*. I mention these publications so that you will know that we, as your officers, are doing everything we can to give the widest possible circulation to the words of wisdom and encouragement that lifted our Golden Jubilee convention to distinguished heights.

Convention Program Based on Four-Point Program

The Four-Point Program provided the hub around which the convention sessions revolved. We held four symposiums, one for each of our major areas of emphasis: *school education, health, world understanding, and parent and family life education*. It was our hope—amply justified by your enthusiastic comments—that out of the interchange of thought among experts would appear new ideas and new aspects of old truths that each one of us could carry home and put to work for the improvement of local projects. A findings committee composed of eleven members of the Board of Managers captured the highlights of what was said and analyzed them in relation to the Four-Point Program. The report of the committee appears elsewhere in this issue of the *Bulletin*. I feel confident that it will stimulate you to still greater endeavors.

Consult Your State Leaders

The third section of the Four-Point Program—"Key Persons in Key Posts"—will appear in the September *Bulletin* because this June-July issue is devoted mainly to news and comments about the convention. In the meantime, however, please do not hesitate to ask your state leaders for assistance in getting off to a good start on this vital problem of leadership. I am sure you will find all your state chairmen most happy to offer whatever help they can to make your program in your community the best possible. And you may certainly count on receiving especially willing aid from the state chairmen of school education, health, world understanding, parent education, and home and family life. By this time next year we should be able to point proudly to thousands of brilliant examples of what our Four-Point Program means in terms of specific action, and by the end of still another year, we should be able to report that the beneficial impact of a well-rounded program has been felt by every town and rural area.



Shown here are the members of the Illinois State Planning Committee, who helped to make the Golden Jubilee convention a notable occasion, worthy of the fiftieth anniversary which it commemorated.

New Plans Under Way

Your Board of Managers and the members of the Executive Committee of the National Congress are making plans now for positive action that will bring added fame to our great organization. These plans call for greater cooperation with colleges, expansion of our field service, stouter efforts to combat juvenile delinquency, and more extensive use of the *National Parent-Teacher* in implementing parent-teacher work everywhere. Information on all these developments—and many others—will be relayed to you as soon as the Congress committees that are responsible for the material can have it prepared for publication. May I assure you that all of us in whom you have vested the responsibility for leadership and guidance are doing our best to merit your commendation.

New Frontiers Ahead

As an organization of almost 4,500,000 members devoted to the education and welfare of children, we of the National Congress of Parents and Teachers must do our part—and a large part it is—to bring about a better world. Fifty years of renowned achievement lie behind us. We are proud of our Founders and of our pioneers, and we are proud

too of the work of many unsung members of local P.T.A.'s who have made the organization what it is today. But let us not dwell too long on the glories of the past. What has already been accomplished will stand as a permanent monument to those who have striven mightily since 1897 to make this world better than they found it. Let us, then, in our turn, lift our eyes beyond today's horizons. Let us resolve to conduct the affairs of the National Congress of Parents and Teachers in the next challenging half century so that we too will write a bright chapter fit to follow—and perhaps even outshine—the splendid first.

Sincerely yours,

Mabel H. Hughes
President
National Congress of Parents and Teachers

NATIONAL CONGRESS BULLETIN

Volume 14 JUNE-JULY 1947 Number 10

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 20 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

THE SYMPOSIUM GROUP THAT DISCUSSED WORLD UNDERSTANDING



The Speakers

• On the speakers' platform at the Symposium on World Understanding, Tuesday afternoon, June 3, were, left to right, Claude Levi-Strauss, cultural attaché, French Embassy; M. S. Sundaram, educational liaison officer, Embassy of India; M. Thomas Tehou, founder and executive director, World Citizenship Movement; and Harry A. Overstreet, lecturer, adult educator, professor emeritus and former head of the department of philosophy, College of the City of New York. Dr. Overstreet served as symposium leader of the session. Shown at the microphone is Ethel Kawin, director of guidance, Glencoe Public Schools, Illinois, and lecturer, University of Chicago.

Also on the platform at the Symposium on World Understanding were the following national chairmen, who served as *interrogators* during the group discussion following the speakers' talks: Left to right, Ralph McDonald, World Citizenship; H. B. McCarty, Radio; Mrs. Stanley G. Cook, Legislation; Mrs. J. W. Bingham, Cooperation with Colleges; Bruce E. Mahan, Visual Education; and Mrs. Walter H. Beckham, Membership.



The Interrogators

WE Americans have been truthfully told many times that we are politically illiterate, even about our domestic affairs. We are likewise appallingly ignorant about other countries. Every community should provide some central place—at the very least a corner in the public library—where facts about other nations are easily available. Other cities could well follow the example of Cleveland, which has its effective Council on World Affairs sponsoring city-wide lectures; its symposiums and panels on world problems; its sixty World Affairs Clinics; and its continuous training of leaders.

But knowledge that enters the head must also enter the heart if it is to be translated into a driving force for action. Our biggest job, therefore, is to find out how facts can be made to awaken feelings. We need to know the people of the world—people of all colors, religions, and cultures—as human beings basically like ourselves. We need to know them not as foreign exhibits or statistical units but as people, with bewilderments, hopes, dreams, and heroisms not unlike our own.

—Excerpt from address of symposium leader, Dr. Harry A. Overstreet

Future issues of the *Bulletin* will bring additional photographs from the Golden Jubilee convention. The September issue of *National Parent-Teacher: The P.T.A. Magazine* and the 1947 *Proceedings* will also contain many illustrations of convention groups in action as well as pictures of convention personalities.



... THE FINDINGS OF THE

THE National Congress of Parents and Teachers has undertaken a program that focuses special attention on four major areas of parent-teacher work: (1) *school education*; (2) *health*; (3) *world understanding*; and (4) *parent and family life education*.

The Golden Jubilee convention program was based on this Four-Point Program. Therefore the findings committee of the Congress sought merely to analyze the convention addresses, symposiums, and discussions in the light of their bearing upon it. The following digest of the comments, observations, and evaluations of the experts who spoke to the delegates and registered members will strengthen our own assurance that we have embarked on a truly noteworthy project. Moreover, these findings will provide suggestions for further action along practical lines, and many of the interpretations will help us to clarify our own thinking about the value and timeliness of our Four-Point Program.

School Education

- All speakers at the convention emphasized that we shall have only as good an educational system in this country as we demand; that the public school is a civic project and that as such it needs more public understanding and support; that tragic mistakes are now being made in the name of economy; and that less political domination in the selection of teachers and school administrators must be assured.

It was also pointed out that:

1. Teaching standards, including requirements for certification, should be raised, and in-service training programs should be adopted.
2. Curriculum improvements in the schools are needed. Just as education must include more than instruction in the three R's, so must intellectual training be accompanied by emotional and social training. This revision of the curriculum should include a better evaluation of the educational program as a whole.
3. The children of rural schools should be given their fair share of the advantages of good teaching and of studies suited to their needs such as city children now enjoy.
4. Not only must the salaries of teachers be increased, but teachers

themselves must be enabled to regain the high social prestige that is rightfully theirs.

Throughout the sessions there was an awareness of the urgent need for improved education—for parent, teacher, and child—if the world is to banish the fear that hangs over it. In order that the child may receive the best type of education—an education suited to his individual needs—the public must first obtain the support of legislators and government administrators, and the teacher must gain his economic rights and strengthen his professional abilities.

Health

- A most significant appeal was made to the National Congress of Parents and Teachers to obtain help in establishing *local health centers*. It was urged that such centers be strategically located in order to serve the entire population, both rural and urban, and to utilize the services of public health units and doctors in private practice.

Other suggested ways in which parent-teacher units may improve the nation's health were the following:

1. Trained personnel.

- a. Insist that physicians, dentists, nurses, and other specialized personnel—particularly doctors in rural areas—be fully trained.
- b. Support the nursing profession in its appeal to young women to help fill the necessary quota of trained nurses.

2. Mental health.

- a. Work for better mental health among parents and teachers.
- b. Remove the stigma from mental illness.

3. Modern facilities and financial support.

- a. Continue to support legislation that will bring about better health for the entire nation.
- b. Support the unification of national public health services.
- c. Work to make sufficient Federal and state funds available to health departments.
- d. Urge that more money be spent on developing modern health facilities.
- e. See that school health programs are constantly improved and kept up to date.

- f. Continue to cooperate with health departments and welfare agencies.

- g. Study health situations in order to be able to interpret them correctly to the community.

4. Specific programs.

- a. Continue to work for the control of cancer, tuberculosis, and venereal disease.
- b. Strengthen the Summer Round-Up of the Children.
- c. Intensify campaigns for immunization against communicable diseases.

World Understanding

- It was the consensus of the convention speakers that civilization will not survive another global war. Yet a permanent peace, they agreed, will come only if the will for peace abides in the hearts of men. The peaceful way of life will prevail only when men of all nationalities, races, and creeds understand and appreciate the worth of their fellow men. With this understanding will come the willingness to make personal and national sacrifices and concessions for the ultimate welfare of mankind. Therefore world understanding must be promoted and fostered through every medium of education, which stresses the following:

1. The home should inculcate an understanding of the rights and needs of others and, through example and practice, should demonstrate harmonious living under democratic principles.
2. The school should include in its curriculum a study of the heritage of mankind and of the history, traditions, and customs of other countries. It will thereby provide a sound basis for understanding the needs and aspirations of the peoples of other lands. A study of foreign literatures, even in translation, will give students additional help in attaining an understanding of all races and nationalities. In like manner, the teaching of history should not merely chronicle wars but record also the interaction of nations in the progress of civilization. An appreciation of the music of other lands; an exchange of art exhibits, students, teachers, and experts in various

1947 CONVENTION

fields; and international meetings and conferences are other ways of promoting world understanding.

3. The enthusiastic support of UNESCO will also hasten the establishment of world-wide good will.
4. The local community should conduct its civic affairs according to the same principles that will make for world peace, guaranteeing equal rights and opportunities to all citizens without prejudice or discrimination because of race, creed, or social status, and appreciating the fact that all elements of the community are making a contribution to the general culture.
5. The individual, also, should recognize his responsibilities as a citizen—of the local community, the state, the nation, and the world.

Finally, there was general agreement that the United States must be mindful of the obligations it assumed when its Congress ratified the Charter of the United Nations—the framework on which a peaceful world must be built. It was acknowledged, too, that of our abundance and plenty we must gladly contribute in order to alleviate the distress and misery yet to be found in less fortunate countries.

Parent and Family Life Education

• Parent education has passed through three stages of development. In the first stage people learned from their own parents how to bring up children. They turned to the church and time-honored proverbs for assistance. Then at the turn of the century, classes and organizations for the purpose of discussing child behavior problems came into existence. Later—about twenty-five years ago—research in child development was established. Today, fifty years or more after the first study classes were held, parent education has come of age. The movement is now flourishing at the grass roots.

The implications for parent and family life education may be stated as follows:

1. Parents should accept the responsibility for creating opportunities for children to become participating members of the family group.
2. Emotional security and the development of attitudes of fairness,

friendliness, trust, and cooperation largely determine children's future conduct in terms of human relations.

3. Research has shown that right attitudes and acceptable behavior stem from the home and from parent behavior. The example of everyday living set by parents influences children more than wise counsel.
4. Insurance for the development of the whole child makes it advisable that spiritual experiences be shared within the family. An effective part of these experiences is attendance at the church of the family faith.
5. Sex education should be treated as only one aspect of the larger problem of human relationships.
6. Lay leadership should be encouraged by definite efforts to train and recruit lay leaders.
7. Family life education must be applied to the evident needs in order to get action. The specialist must see what can be done; the teacher must help; the P.T.A. must support, encourage, and promote. All boys and girls in high school should have the benefit of education for marriage and family life, courses in mental hygiene, and instruction on various phases of human behavior and child care.

The members of the findings committee are:

Mr. Charles W. Phillips, chairman; Mrs. J. W. Bingham, Mrs. Carl R. Brister, Mrs. John F. Ehlers, Mrs. Paul L. Gould, Mrs. J. C. Jepson, Mrs. Herbert J. Parker, Mrs. Dallas J. Reed, Dr. A. Pauline Sanders, Mrs. Harold D. Steward, and Mrs. M. Pratt Walker.



Illinois Congress Wins Special Award



Left to right: Mrs. James Fitts Hill, president of the *National Parent-Teacher*; Mrs. Frank A. Damm, president of the Illinois Congress; and Mrs. Ronald Owen, state chairman of *National Parent-Teacher* in the Illinois Congress.

• At the convention session featuring *National Parent-Teacher: The P.T.A. Magazine* on Wednesday afternoon, June 4, Mrs. James Fitts Hill, president of the Magazine Company, announced the awards of the year. Among these was a special award given to the state branch which, in the opinion of the Executive Committee, had carried on the most noteworthy promotion of the magazine in the Golden Jubilee campaign. The branch selected was the Illinois Congress of Parents and Teachers, whose president, Mrs. Frank A. Damm, accepted a fountain-pen desk set appropriately inscribed and decorated with the National Congress seal.

Teachers' Kits Now on Their Way

During the coming year many needy teachers will have reason for gratitude to the local units and councils of the National Congress. More than 2,600 kits, filled with personal and schoolroom items, have been sent to Red Cross centers for shipment overseas. This means that approximately \$65,000 worth of basic school supplies and health necessities have been donated by Congress P.T.A. groups.

Typical of these groups is the Springfield Council of P.T.A.'s, Springfield, Illinois, which filled thirteen kits as their contribution. The items were donated or purchased by the P.T.A.'s in the following Springfield schools: Feitshans, Lanphier, Springfield, Lawrence, Hay-Edwards, Enos, Butler, Douglas, Matheny, Ridgely, Dodds, Piper, Stuart, Harvard Park, Oak Hill, West Grand, Staley, Dubois, Southern View, McClernand, Bunn, Lincoln, Iles, Rochester, and Hazel Dell.

At Red Cross headquarters in Springfield, Illinois, these members of P.T.A.'s belonging to the Springfield Council are busy packing kits to be sent to needy teachers overseas. Shown opposite, left to right: Mrs. Eugene Thompson, Mrs. C. C. Bredehoft, Mrs. R. C. Sorrells, and Mrs. J. A. Alsby.



On the convention platform at the Wednesday afternoon session, June 4, were, left to right: Mrs. Gertrude E. Flyte, national secretary; Mrs. Frank A. Damm, president of the Illinois Congress; Mrs. Eva H. Grant, editor of the *National Parent-Teacher*; Miss Ethel Kawin and Mrs. Bonaro W. Overstreet, advisory editors; Mrs. James Fitts Hill, president of the *National Parent-Teacher*; Mrs. Newton P. Leonard, national vice-president; and Mrs. L. W. Hughes, national president. At the microphone, extreme right, is Dr. Stoddard as he expressed his appreciation for the award presented to him. Other associate and advisory editors, also on the platform but not shown in this picture, were the following: Mrs. John E. Hayes, Miss Agnes Samuelson, Dr. Paul Witty, Mr. H. B. McCarty, and Dr. Ralph H. Ojemann.

GEORGE D. STODDARD RECEIVES NATIONAL LIFE MEMBERSHIP

● The highlight of the *National Parent-Teacher* magazine feature on the Wednesday general session of the convention was the presentation of an award for outstanding achievement in education and child welfare to George D. Stoddard, president of the University of Illinois. The award, a national life membership, was presented by Mrs. L. W. Hughes, national president, who paid tribute to Dr. Stoddard's work in fields closely allied with P.T.A. interests and responsibilities.

For many years Dr. Stoddard was director of the Iowa Child Welfare Research Station and dean of the Graduate School of the University of Iowa. In 1942 he became president of the University of the State of New York and state commissioner of education. He was one of the American delegates to the first session of the General Conference of UNESCO, held in Paris in November 1946, and he now serves as a member of the U.S. National Commission for UNESCO. Since 1945 he has served as an advisory editor of the *National Parent-Teacher*.

In his response Dr. Stoddard praised the work of the Iowa Congress in encouraging the establishment of the Iowa Child Welfare Research Station.

Shown at the right are some of the P.T.A. members and voting delegates as they arrived in Chicago from Kokomo, Indiana. Specially chartered buses brought a group of more than a hundred members and delegates to attend the convention sessions.



The Golden Jubilee Convention pictures were taken by Oscar and Associates. If you wish to purchase pictures of any of the groups portrayed, please write to the National Office for information.

TEN PRACTICAL SUGGESTIONS FOR CURBING JUVENILE DELINQUENCY

At the meeting of the Board of Managers, the committee to make recommendations on follow-up of the National Conference on Control and Prevention of Juvenile Delinquency suggested that space be allotted in the *Bulletin* for material that would help to implement juvenile protection at the local level.

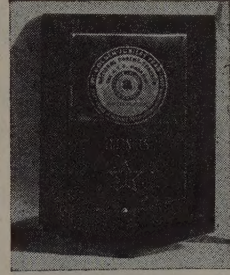
Accordingly, in the light of the National Conference's recommendations for community action, the following suggestions may aid local units in their efforts to combat juvenile delinquency.

1. Study the complete picture of juvenile delinquency in your own community: its extent, its causes, and possible solutions. Become acquainted with the problems of children in the community who need help in finding work, making friends, or discovering a place in the community that will give them the satisfaction they may otherwise seek in antisocial conduct.
2. Decide which remedies can be achieved through prompt action and which ones require long-range planning. Choose a project for immediate completion, and map out future objectives as well.
3. Visit the institutions for delinquent juveniles in your area, and see how they compare with the requirements of your state laws and of decent and humane treatment of children. If they are below standard, find out what steps are necessary for improvement and work through the proper channels to obtain such improvement. (See the May issue of the *Bulletin* for points to be considered when evaluating detention facilities for wayward youth.)
4. Make sure that your community or county has a juvenile court accessible to all children who need its services. If no such court exists, join with other agencies and organizations in seeing that:
 - a. Basic juvenile-court legislation is enacted.
 - b. Adequate appropriations are made.
 - c. Qualified staff members are selected.
 - d. Necessary services and facilities are provided.
 - e. Procedures are established that are in keeping with the spirit of progressive juvenile-court legislation and modern concepts of child care.

5. Work with planning commissions, town councils, park and welfare departments, social agencies, and civic organizations in setting up an integrated and coordinated community recreation program that touches all neighborhoods and reaches all youth. As a part of such a program:
 - a. Encourage education for leisure as part of the regular school curriculum, so that young people may learn wise and wholesome ways of spending spare time.
 - b. Call attention to the need for library facilities that will encourage youth to turn to books for information and enjoyment.
 - c. Survey local camping resources and stimulate interest in establishing varied types of camping resources available to all groups.
 - d. Examine the kinds of commercial recreation in the community, and enlist the cooperation of commercial managers in raising present standards so as to safeguard the interests of youth.
 - e. If yours is a rural environment, encourage youngsters to utilize the many opportunities for recreation in that setting—bird study, astronomy, gardening, fishing and hunting, swimming, and winter sports.
 - f. Assist families in organizing their own home recreation, and sponsor family recreation centers or other projects that will help to assure family solidarity.

6. Seek to accelerate the rate at which local slums or blighted areas are supplanted by better housing. Encourage the improvement of building codes, the enforcement of sanitation requirements, and the establishment of decent housing standards for both urban and rural families in all income brackets and racial groups.
7. Work with churches, social welfare agencies, and other interested organizations in:
 - a. Providing employment opportunities for older youth.
 - b. Discovering children who have mental, physical, or emotional problems and giving them the counsel or treatment that will help them function according to their abilities.
8. Urge public support of all legislation that will work toward the ultimate betterment of any conditions affecting youth.

Golden Jubilee Plaques Awarded at Convention



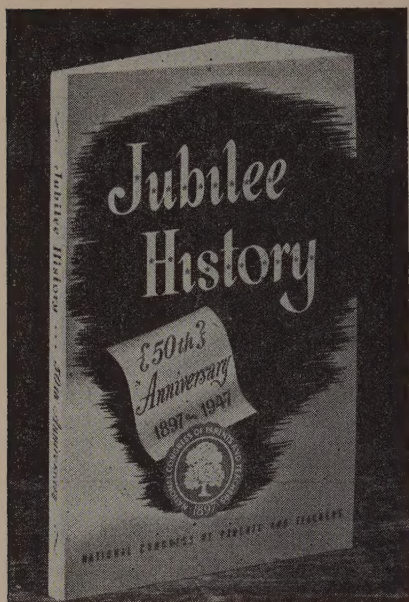
• At the recent national convention in Chicago, the Golden Jubilee awards in the current *National Parent-Teacher* subscription campaign were announced at the general session on Wednesday

afternoon, June 4. As a special feature of our fiftieth anniversary year, the *National Parent-Teacher* based the campaign on subscriptions received between April 1, 1946, and March 31, 1947. Each state congress increasing its subscriptions 25 per cent over the previous year was entitled to a Golden Jubilee Plaque with one Jubilee Star, and each further increase of 25 per cent earned one more star.

The following states received Jubilee Plaques with the number of stars indicated:

Hawaii	11
Connecticut	4
New Hampshire	3
Maine	3
Nevada	2
Arizona	2
North Dakota	2
Massachusetts	2
Mississippi	2
Louisiana	2
Alabama	1
South Dakota	1
Rhode Island	1
Iowa	1
Tennessee	1
Idaho	1
Oregon	1
Maryland	1
Utah	1
Florida	1
Illinois	1
Colorado	1
California	1
Texas	1
Nebraska	1
North Carolina	1
Wisconsin	1
Arkansas	1
Georgia	1

9. Sponsor workshops, institutes, or other types of parent education programs designed to teach basic mental hygiene principles that will help them guide youth toward self-reliance and self-discipline.
10. See that the young people of the community are given a chance to share in the responsibility for all programs involving their welfare.



ONE of the best ways of showing that an organization has come of age is the publication of a history of its achievements. Therefore, now that the National Congress of Parents and Teachers is fifty years old, we have a history, too—the *Golden Jubilee History: 1897-1947*. If you like to look at your family album, if you like reading newspaper reports concerning your own P.T.A., then you are sure to enjoy this attractive little book. It is all about the people you know—or know of—and the great work begun in 1897 which you in 1947 are carrying on. In short, this is *your* history.

- Between the covers of this richly illustrated book of 200 pages will be found the reasons for our pride in the National Congress. Introduced by a foreword from Mrs. L. W. Hughes, national president, the events of fifty dramatic years unroll before us. The first chapter relates how the National Congress came into being; in the second chapter the dynamic personalities of our Founders, Alice McLellan Birney and Phoebe Apperson Hearst, illuminate the early days of the organization; and, finally, the record of succeeding years of growth is told in terms of the administrations of our ten presidents, through that of Mrs. William A. Hastings, immediate past president.

- Numerous illustrations enhance the text. They include the likenesses of every national president, of the Founders and their co-workers, and of later groups of active members. Even the

STATEMENT ON...

NATIONAL DEFENSE

*Adopted by the Board of Managers of
The National Congress of Parents and Teachers*

June 5, 1947

WE believe that in this period of international tension, as we work diligently for permanent peace, our nation should maintain a military force capable of going into action in defense of the nation or in fulfillment of our international commitments. We urge a broad program of scientific development and technological application, a coordinated intelligence service, a strong, up-to-the-minute air force, a strong navy, and an adequate army composed of thoroughly trained, fully equipped men. We urge these rather than a universal military training, which at best could do no more than produce an unmobilized mass of half-trained boys. We consider a program of universal military training to be unjustifiable for purely educational purposes, an obstacle to world understanding and world peace, and an inadequate provision for defending the nation under conditions of modern warfare.

buildings that have housed the National Office through the years—from the gracious home of Mrs. Birney in the nation's capital to the present businesslike quarters on Chicago's famous Michigan Boulevard—have had their pictures reproduced for the record.

- This is the story of all parent-teacher associations seen as one vast movement that has swept across the country. Every local unit, however small, shares in the success of that movement and will derive from the pages of this history further inspiration.

- Copies will be available only through the year 1947. The price is \$1.25 a copy.

Our Neighbors Afar Off...

Last November the *Bulletin* made mention of the possibilities of organizing P.T.A.'s in connection with the American schools in Germany. Now we have word that the first Congress P.T.A. in that country has been organized; the Giessen Military Post Dependents' School P.T.A. Located at Giessen, Germany, the association today numbers forty charter members.

Another newly formed local unit is the Diable Heights Elementary School P.T.A. in Diable Heights, Canal Zone. Its sixty-seven charter members are the first parents and teachers from the Canal Zone to join the National Congress.